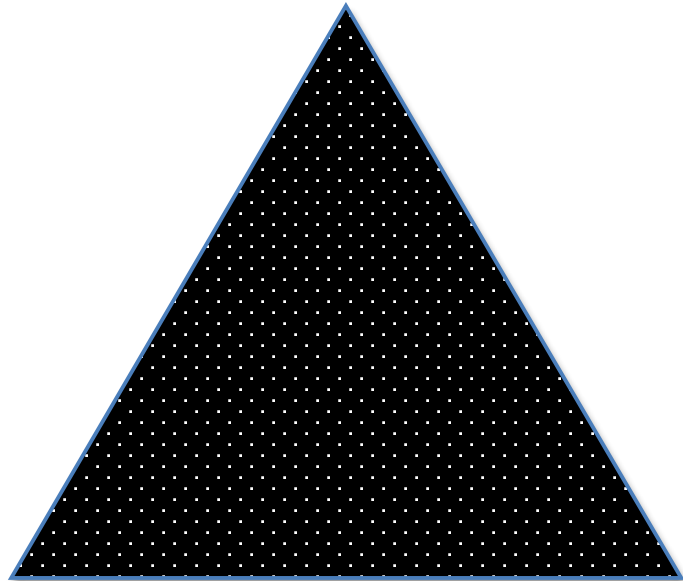


Choice Menus

Primary Elementary

Examples



What are Learning Menus

- Learning menus outline a variety of instructional options targeted toward important learning goals.
- Students are able to select the choices which most appeal to them.
- The teacher directs the menu process, but the student is given control over his/her choice of options, order of completion, etc.

Learning Menus

Empowering students through
CHOICE while ensuring adherence
to important **LEARNING GOALS**

KINDS of MENUS

- MENU: *Main Dishes, Side Dishes, and Desserts* (for younger learners).
- AGENDA: *Imperatives, Negotiables, and Options* (for older learners).
- THINK TAC TOE: Complete a row, column or diagonal line of activities.

All three options can be differentiated according to interest, learning profile, or readiness (see enclosed examples).

MENU PLANNER



Menu for: _____ **Due:** _____

All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do some of the desserts items, as well.



Main Dishes (complete all)

1

2

3

4



Side Dishes (Select _____)

1

2

3

4



Desserts (Optional)

1

2

3

MENU CONTRACT

“Probability”

Due: _____

All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do some of the desserts items, as well.



Main Dishes (complete all)

- 1** Complete the “meteorology simulation” on p. 88-89 of your textbook.
- 2** Create a list of 10 pairs of events. 5 pairs should contain events that are *dependent*; 5 pairs should contain events that are *independent*. Explain each classification.
- 3** Complete the “frequency table” assignment on p. 506-507 of your textbook.
- 4** Examine the attached list of functions and determine which functions represent probability distributions.



Side Dishes (Select 2)

- 1** Work with a partner to analyze the game of “Primarily Odd.” See your teacher for game cubes and further instructions.
- 2** Design a “game spinner” that has this probability distribution: $P(\text{red}) = 0.1$; $P(\text{green}) = 0.2$; $P(\text{blue}) = 0.3$; $P(\text{yellow}) = 0.4$.
- 3** Suppose a dart lands on a dartboard made up of four concentric circles. For the center of the board (the “bull’s eye”), $r = 1.5$; the remaining rings have widths of 1.5. Use your understanding of area and probability to determine the probability of 1) hitting a “bull’s eye” and 2) landing in the outermost ring.



Desserts (Select 1)

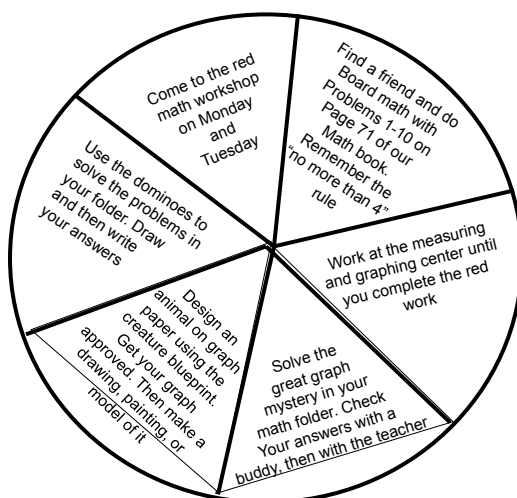
- 1** Figure the probability of “Murphy’s Law” and make a case for whether or not it should indeed be a “law.”
- 2** Use a frequency table to chart the colors that your classmates wear for a week. Then, use probability to predict how many students will wear a certain color on a given day.

The Red Contract

Key Skills: Graphing and Measuring

Key Concepts: Relative Sizes

Note to User: This is a Grade 3 math contract for students below grade level in these skills



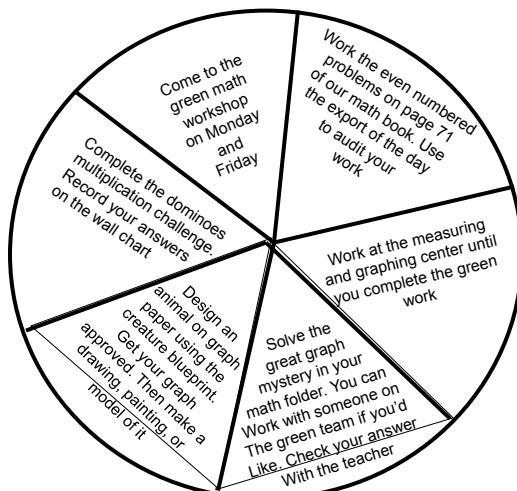
Read	Apply	Extend
<i>How big is a foot?</i>	Work with a friend to graph the size of at least 6 things on the list of "10 terrific things." Label each thing with how you know the size	Make a group story or one of your own – that uses measurement and at least one graph. Turn it into a book at the author center

The Green Contract

Key Skills: Graphing and Measuring

Key Concepts: Relative Sizes

Note to User: This is a Grade 3 math contract for students at or near grade level in these skills



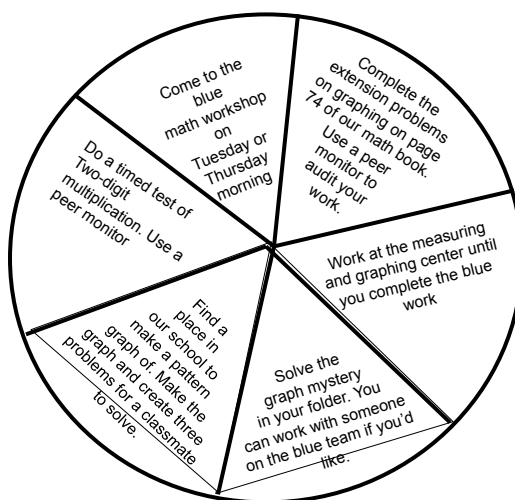
Read	Apply	Extend
<i>Alexander Who Used to be Rich Last Sunday or Ten Kids, No Pets</i>	Complete the math madness book that goes with the story you read.	Now, make a math madness book based on your story about kids and pets or money that comes and goes. Directions are at the author center

The Blue Contract

Key Skills: Graphing and Measuring

Key Concepts: Relative Sizes

Note to User: This is a Grade 3 math contract for students advanced in these skills



Read	Apply	Extend
<i>Dinosaur Before Dark or Airport Control</i>	Research a kind of dinosaur or airplane. Figure out how big it is. Graph its size on graph paper or on the blacktop outside our room. Label it by name and size.	Make a book in which you combine math and dinosaurs or airplanes, or something else big. It can be a number fact book, a counting book, or a problem book. Instructions are at the author center.

A Planet "Show & Tell"

(Each student must pick one square from each horizontal row and use the two together)

Create One	Use the computer to make a drawing that shows how the rotation and revolution of the Earth works to create day and night and seasons.	Paint a picture that shows how the rotation and revolution of the Earth works to create day and night and seasons.	Construct a model that shows how the rotation and revolution of the Earth works to create day and night and seasons.	Create a book or puppet show that shows how the rotation and revolution of the Earth works.
Pick a Way to Explain	Make labels for the sun, Earth, day, night, orbit to attach to or use with your creation. Be ready to explain orally.	Write sentences* that identify and explain each part of your drawing or model and how each part works.	Write a story that explains the Earth's rotation, revolution, day and night, and seasons.	Write a poem that explains the Earth's rotation, revolution, day and night and seasons.

This differentiated review/synthesis task is based on Va. SOLS for science:

1.6 The student will investigate & understand the basic relationships between the Earth and sun, including *the sun is the source of heat & light *night & day are caused by the rotation of the Earth. 1.7 The student will investigate and understand the relationship of seasonal change (light and temperature) to the activities & life processes of plants and animals.

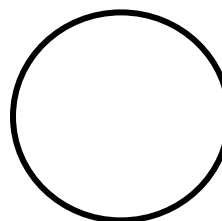
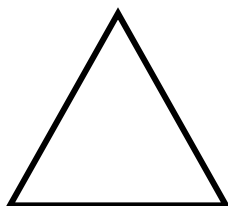
Based on Unit by Bette Wood, Charlottesville, Virginia City Schools.

Friendships Shape Up!

Reading Contract

Choose an activity from each shape group. Cut out your three choices and glue them below. You are responsible for finishing these activities by _____.

Have fun!



This contract belongs to _____.

Brenda Spurgeon, 2nd Grade, Riverside Elementary School, Boise, ID

Friendships Shape Up! Cont'd

Make a poster advertising yourself as a good friend. Use words and pictures to help make people want to be your friend. Make sure your name is an important part of the poster.

Make a two sided circle-rama. Use it to tell people what makes you a good friend. Use pictures and words and make sure your name is an important part of the display.

Make a mobile that shows what makes you a good friend. Use pictures and words to hang on your mobile. Write your name on the top of the mobile in beautiful letters.

Get with a friend and make a puppet show about a problem and the solution in your book.

Get with a friend & act out a problem and its solution from your book.

Meet with me & tell me about a problem and its solution from the story. Then tell me about a problem you have had and how you solved it.

Draw a picture of a problem in the story. Then use words to tell about the problem and how the characters solved their problem.

Write a letter to one of the characters in your book. Tell them about a problem you have. Then have them write back with a possible solution to your problem.


Think about another problem on of the characters in your book might have. Write a new story for the book about the problem and tell how it was solved.









Writing Bingo

Try for one or more BINGOs this month. Remember, you must have a real reason for the writing experience! If you mail or email your product, get me to read it first and initial your box! Be sure to use your writing goals and our class rubric to guide your work.

Recipe	Thank you note	Letter to the editor	Directions to one place to another	Rules for a game
Invitation	Email request for information	Letter to a pen pal, friend, or relative	Skit or scene	Interview
Newspaper article	Short story	FREE Your choice	Grocery or shopping list	Schedule for your work
Advertisement	Cartoon strip	Poem	Instructions	Greeting card
Letter to your teacher	Proposal to improve something	Journal for a week	Design for a web page	Book Think Aloud

Math Ticket

Graphics Tangrams Ex. (p.14 #1) Tangrams Ex. (p.11, #9) Geoboard Pentagon Geoboard Heptagon Design	Problem of the Day Complete the odd # problem from the POD Board. Evens for bonus.	Computer Task Card (2 Yellow/2 Greens)
Math Writing <ul style="list-style-type: none"> •Explain in a clear step-by-step how you: •Solved your problem of the day or •Solved your Tangram or Geoboard Challenge. •Use pictures and words to teach someone how to do one of your five math tasks. •Develop a story or scenario in which one student clarifies how to do word problems for a confused friend. 	Math with Legs <ul style="list-style-type: none"> •Develop a real problem someone might have which graphing would help them solve. Show how that would work, including graphs and explanations. You may use any kind of graph you know about as long as it fits the problem. 	Teacher Feature When called 

Microorganism Menu	Appetizers	Main Course
Name: Class:  Appetizers: Can always work on  Soups/Salads: Homework  Main Course: Required  Desserts: Challenges	 Something I can always be working on. These are assignments that will reinforce concepts. •Vocabulary Words/Definitions •Word Searches •Idea Maps •Matching Worksheets •Label the Microorganism/Cell	 Required These labs must be completed and turned in for credit. •Enormous E •Focus on Scopes •Pond Water Culture •Your Choice •Chapter 8 Test
	 Soups/Salads Homework Assignments All homework must be completed and turned in for a grade. •Transparency #13 •Transparency #16 •Study Guide 8.1 •Study Guide 8.2 •Study Guide 8.3	 Desserts Things I can do to challenge myself. These are not required unless you have been given specific instructions. •Movie Notes •Make a Slide •Guess the Disease •Write a Letter •Microbe Mysteries • http://www.microbeworld.org

Created by Meri-Lyn Stark
Elementary Science Coordinator
Park City School District

Tic-Tac-Toe

designed to help students make connections *between* science standards
(4th Grade Rock, Soil, and Fossils Activity)

Create a game for others to play to learn how fossils are formed and found	Teach the class a lesson about dinosaur extinction	Compare Utah locations with examples of weathering and erosion, show examples
Draw and label a soil profile showing how the layers differ	Graph types of fossils found in Utah and create simple fossil map	Demonstrate plant growth in 2 or more different soil types, share in class
Survey everyone in class for their theory about dinosaur extinction, share results	Design a display of different rocks and minerals, label and prepare descriptions	Develop a timeline of prehistoric life in Utah

Created by Meri-Lyn Stark
Elementary Science Coordinator
Park City School District